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DECEMBER 18, 1933

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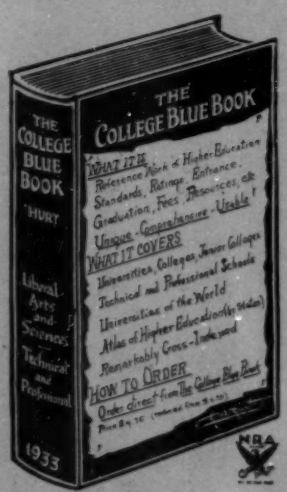

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The Editors Say...

Thus endeth another volume. It is the one hundred and sixteenth volume of the Journal of Education. What a lot has been written about education in general, and the schools in particular, not only in this, but in other magazines, and in bulletins and books! We suspect, however, that much more remains to be said and printed. Schoolmen, themselves, are going through school, these days; though some call it by a different name. From the furnace of affliction new concepts are being forged. The new education will inevitably be something different; something more obviously translatable into life. And this Journal will be quick to mirror the changes —quick to promote what seems best in the new, while refusing to abandon the old merely because it is old.

•

What we as editors love most to do, is to recognize achievement. It was Dr. Winship's delight, and it is ours. "We like to talk about them while they're alive." In our "Eminent Educators" page we try not to use flattering words, but to give helpful glimpses of worthwhile careers. We would rather excite emulation than envy.

•

Any person who imagines educators have settled down to smug self-satisfaction would do well to look through the articles in this issue—every one a challenge to fresh efforts and to more intelligent planning for the immediate and more distant future.

Re-adjustment is the order of the day—in schools as well as elsewhere.

None of us can think it all through unaided. We need the combined thinking of many minds.

•

Maybe you, too, have done some thinking that would help others to see the path ahead. We are always receptive to material that merits publication. And you don't have to wear an important label to be heard in this democratic forum. Nor will a label bar you!

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

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A Well-Rounded Health Program

By FREDERICK J. REILLY
Principal, Creston Junior High School
New York City

No longer can we think of health in terms of physical training only; nor should we let practice lag too far behind our thinking.

THE progress of Health Education in the broad sense has been distressingly slow, and for two main reasons:—

1. The inertia of many school people makes them give little more than lip-service to the moral, social, civic, and physical phases of education, while continuing to concentrate on the Three R's, some formalized study of literature, and a little more or less formalized history and geography.
2. The confusion caused by false prophets, conflicting schools, absurd claims of physical culture faddists, and a general lack of clear thinking and good educational psychology on the part of those who have essayed to be leaders in the field of health education.

A third contributing cause that should in all fairness be mentioned is the fact that our nomenclature is involved and misleading, so that it frequently happens that people who start a discussion on any phase of the problem do not talk about the same thing.

So let us start by defining our terms:—

The present Elementary Syllabus for the City of New York in Health Education, Part I, 1930, outlines the field as follows:—

Health Education includes:—

Service

This aims to provide:—

1. Proper environment.
   Heating, lighting, ventilation, seating, wardrobes, and cleanliness.
2. Inspection.
   To detect signs of illness, and to follow up cases of physical defects.
3. Prevention.
   Vaccination, Schick Test, Dick Test, etc.

Instruction

This aims to develop a Health Conscience by:—

1. Inspiring with ideals and appreciations.
2. Imparting useful information.
3. Training in good habits of personal hygiene.
4. Training in first aid.

Physical Activities

These aim to develop:—

1. Body tone and organic efficiency.
2. Neuromuscular co-ordination, response, and special skills.
3. Emotional control.
4. Initiative, adaptability and team work.
5. Healthful use of leisure time.

Obviously, then, "Health Education" means a great deal more than just "Physical Training." Yet there are still many school people who seem to think the terms are synonymous, just as there are many people who think that visual instruction means moving pictures.

Under the head of "Service" we have all those things that the school, the city, the state, and the nation do to conserve the health of our people through control of contagion and the treatment of physical defects. And under "Instruction" we have all that body of authoritative useful information needed by the citizen to enable him to maintain healthful living in our congested city.

•

We have come a long way since 1917, when in the war hysteria the Legislature of the state of New York passed the Welsh Law, requiring a minimum of 200 minutes for "directed physical activities," and only two ten-minute periods for "instruction in hygiene."

The present syllabus, 1930, requires seventy minutes for hygiene in the seventh and eighth years, in addition to the twenty-five minutes assigned to the morning inspection. It will take a little manipulation to adapt this seventy-minute requirement to our Junior High School forty-five minute periods, but it can be done by the administrator who gives serious attention to the problem.

The importance of the morning inspection has never been fully realized. It has a four-fold aim:—

1. Detection of early signs of illness.
2. Prevention of spread of contagious disease.
3. Follow-up of physical defects.
4. Inculcation of habits of personal cleanliness.

Any one of these four aims would justify the time given to it. When all four are kept in mind one marvels how teachers can ever neglect it or become careless in executing it.

It is planned to continue it through the seventh and eighth years, because it is at this period that children are beginning to assert themselves, to resent mother fussing over them. And yet, because of their youth, they still need tactful guidance.

One committee is concerned with the first two divisions of the field, Service and Instruction, which it includes under the topic, "Personal and Community Hygiene." This committee is preparing a syllabus on this topic especially for junior high schools. Another committee is preparing the syllabus in the third division, "Physical Activities." "The two committees are working in harmony, but the fact that there are *two* is significant of the extent of the field to be covered.

The task of the committee on hygiene is not an easy one. On the one hand it is trying to interpret the wide field of service and instruction in terms of the junior high school as a unit in our educational system. On the other hand it is recognizing the necessity of articulating with the still large number of existing eight-year schools and with the overlapping four-year high schools.

It is agreed that at no other period in the life of our pupils are the changes so marked and their development so rapid as during adolescence. The entering seventh year pupils are children. The graduating classes of the ninth year are almost young men and young women. This change comes earlier with girls than with the boys, but in both it is practically covered by the junior high school years.

The special aim in the junior high school is to develop in adolescent children a gradually increasing sense of personal responsibility for their own habits of right living, mental and physical, and to direct them along lines of intelligent, active interest in healthful living conditions for all, in the school, in the home, and in the community.

"Instruction in Hygiene" is concerned with human relationships, the duty we owe our neighbor as well as ourselves to exercise intelligent care of our health.

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It is a platitude that "a little learning is a dangerous thing" and one need only to glance through a few current newspapers and periodicals, and listen to a few numbers on the radio, to realize how we are, day in and day out, being bombarded by plausible misinformation and misrepresentation in matters concerning health by quacks and faddists and by the peddlers of nostrums.

The Indian medicine man is still abroad in the land, disguised perhaps under the colorful and artistic advertisements in the magazines and papers and the ballyhoo mixed with music of the radio, but he is the same old faker. The school must be alert to meet the new modes of attack.

Meanwhile great strides are being made in medicine, biochemistry, and the basic principles of nutrition. The schools must be prepared to interpret these new ideas to children and to the lay public. The war front is constantly shifting, and we must be prepared to meet the new conditions. Courses of study and syllabi must be frequently revised to keep pace with the new findings and the ever new misrepresentations, teaching children and their parents to steer a middle course between carelessness and ignorance of fundamentals on one hand, and the bugaboo of all-devouring germs on the other.

It is, therefore, more important today than ever before, that the rising generation be well equipped with authoritative, useful information regarding the care of health, that they get the right mental attitude toward the whole subject, and that they be trained to resist the pressure of unscrupulous salesmanship in this vital matter.

It is also evident that our graduates should be given a start, at least, toward an active, intelligent interest in securing and maintaining healthful living conditions, not only in school but in the home and in the community. They should be informed of the most important provisions of the Sanitary Code dealing with food-handlers, and with butchers, grocers, barbers, dairies, and restaurants. Only a well-informed public can hope to secure even elementary decency in these important elements of our city life.

It is obvious that a subject of such importance cannot be properly presented if it is treated as an appendage to a gymnasium period. It must be taught by competent teachers, to class units, in a room equipped with all available visual aids, and must be given a separate rating, counting as a minor subject in determining promotion. And since hygiene includes not only instruction in healthful living, but also *service*, it follows that a pupil who has not made reasonable effort to correct a remediable physical defect should not receive a passing mark in the subject.

The new Junior High School Syllabus in Personal and Community Hygiene aims to bring current educational *practice* up to the level which health education in the modern sense has attained in *theory*.

Let's Outlaw Tongue-Lashings!

Fourth in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

Ridicule and sarcasm are seen as a bullying attempt to crush pupil personalities.

WE all strive for awareness of superiority. One way we have of gaining such assurance is by making others feel inferior. What a lot of fun we get at ridiculing others!

It is easier for us, as a rule, to make fun of children than adults. We have lived longer. We are more familiar with conventional statements. We've had more experience. We have the advantage also of acceptance by the child of inferiority to us. All his life he has been practiced in this attitude. These statements apply to the home and school alike. All of us parents have to some degree been guilty; teachers, too.

One might expect that the younger the child the more sensitive he would be to ridicule. This is hardly so. Other factors operate. The older child, particularly of 'teen age, is keenly sensitive to the ridicule and disapproval of his comrades. When a teacher, for example, makes a wisecrack or indulges in sarcasm he turns the laughter on the victim, and humiliates him ignominiously in the presence of his comrades.

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Now the more successful our efforts at dominance, that is, the more inferior we make our victim feel, the more we enjoy our feeling of superiority. In other words, the more we humiliate a child before his comrades, the more pleasure we contribute to ourselves. Pleasure from his pains? Yes, exactly that. And the more his pain, the greater is our pleasure.

Hence we see the reason why so many teachers in the junior and senior high school, even in college, resort to shame, sarcasm, ridicule—they get satisfaction from so doing, satisfaction in abundance. Such pleasure-seeking practices may, however, lose their lure, as we grow conscious of the damage to the victim. We have memories and imagination; we have feelings. It is possible for us to put ourselves in the other's place, and get vicarious experience. When we do, we don't offend: we don't injure personalities by wisecracks, ridicule and sarcasm.

GARRY CLEVELAND MYERS

But even though we exercise the ideal of such sympathy most of the time, our native urge to violate is so strong that when off guard we may offend, and to that degree weaken the habit of vigilance. Provided we are honest when we say we do not wish to harm the personality of another, we are going to strive eternally to be on guard against our baser selves.

I can conceive of no human frailty so inimical to personality growth in children as the urge to dominate through ridicule and sarcasm.

Some teachers utilize these tools for discipline. Since they are more painful than a lash could possibly be, and can be employed where public opinion would forbid the whip, they continue to be widely used with powerful immediate effect. Ask any adolescent about this matter. He will tell you he would rather be beaten brutally with a club than to be castigated by a teacher's poisonous tongue.

•

I'm not arguing for the hickory stick's return. I'm merely trying to describe a torture of the classroom which prevails with manifest approval, and prevails with greater frequency since the disappearance of the rod. It's more difficult to apprehend and to prohibit. The rod leaves scars which the eyes can see, but which may disappear; the poisonous tongue leaves scars invisible, which may never disappear. They are often carried to the grave.

Having outlawed beating in the school, let us next outlaw tongue-torturing. No matter how efficient any teacher might be as drill master, driving children to learn skills and facts, if she disregards the sacredness of each pupil's personality she's unfit to teach another day. Why should so many personalities of boys and girls, young men and women, be impaired when many other teachers with considerate regard for human feelings are available?

Be it added that most ridicule and sarcasm are not used for discipline but rather as an answer to a human urge to gain exhilarating feeling of superiority, without awareness of the danger to the victim. Every teacher who cares, and who discerns the psychology involved, will discipline herself to be on guard against these savage practices.

Can There Be a *Science* of Education?

By SAMUEL ENGLE BURR
Superintendent
Glendale, Ohio

From the viewpoint of a practical administrator, trained in research, the author makes this contribution to clear thinking.

CAN there be a science of education? Can modern psychology justify its claim to a place among the sciences?

These questions are frequently asked and often debated. In order to answer them, it is essential to define terms very meticulously and to go to philosophy, the "mother of sciences."

No science—not even mathematics—can be wholly objective. We may speculate about the objective conception of two-ness or of four-ness or even of two-ness plus two-ness producing four-ness, but these concepts have no value and lead nowhere until they are related to a mental understanding of material things, and any mental conception of the material universe introduces subjectivity, unless we can become idealists and deny the actual existence of the material universe itself. We cannot be sure that any material thing arouses exactly the same thoughts or reactions on the part of any two thinkers. And when subjectivity enters, philosophy enters with it.

In building a science, as in taking thought, it is impossible to build from an absolute zero point—we must have certain premises or theses as the foundation points upon which to build. Then we may collect facts which seem to be relevant in view of the theses and we may evaluate and interrelate these facts. Later we may go back and revise our original premises in the light of our findings, but we must start from somewhere and we must start with some hypotheses in our quest for scientific facts.

Psychology describes itself as the science of human behavior. Education is described by some as the science of modifying human behavior for the benefit of the individual and of the social group as a whole.

We have had ample demonstration of our ability to gather whole regiments of more or less important facts in these two fields. In them we have seen many facts collected and evaluated from several different points of view or starting points. Most prominent of these varying "jumping-off-places" is one which sets up the theory of free-will or self-determination in man and the exactly opposing viewpoint of extreme materialism which denies the possibility of free-will entirely.

•

If we may agree that a science is built up by gathering and evaluating facts in the light of a certain point of view (a basic set of "laws" or theories, such as Newton's laws), in order to reduce all existing knowledge to a fixed basis that can be used for sure prediction, then we may look toward the building of true sciences of psychology and of education if we deny the possibility of free-will; but we can expect to find only partial sciences or quasi-sciences (not pseudo-sciences, however) in our two chosen fields, if we maintain in our philosophy that the possibility for human self-determination does exist.

If we can freely decide to choose certain things or not to choose them, concerning his own future; if man's plans can change and direct, to some extent, certain details of his life, regardless of fixed material factors; if it is possible for man to affect or to influence in any way his own progress by voluntary mental effort which is in him and of him; if free-will does operate; *then* future human action can never be predicted fully on an objective or absolutely scientific basis. Another variable has been introduced. We have not only a philosophic variable as a starting point—we have also an additional personal variable which is able to operate (or to refrain from operating) at almost any stage of our progress.

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To the educator who accepts the theory of free-will, there can never be a fully developed science of psychology or of education. At the most there can be only a helpful scientific basis for our work in these two fields. This basis must be supplemented constantly by artistry in counseling for psychology and by artistry in teaching for education.

Whether one accepts the theory of human self-determinism or not, he will agree to the great desirability of collecting pertinent facts, in order to build at least a scientific basis for psychology and for education. All groups will agree as to the desirability of continued research in these fields. The differences will come in the use which is made of the facts and in the degree of accuracy of the predictive value of the facts after they have been collected and evaluated.

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On one hand we shall find those who believe that all things without any exception follow fixed laws, that all things can be reduced to some sort of a formula and that ultimately all knowledge can be discovered, codified and made available for application on a scientific basis. This group will provide for the treatment of individual differences by arranging them on a series of normal probability

curves, but within the limits of these curves they will expect finally to predict on an accurate and objective basis for the work of both psychology and education.

On the other hand, we shall find those who uphold free-will using research findings and fact knowledge as only a good scientific beginning for an artistic type work. They will make use of the idea of individual differences as the others did, but to the list of differences they will add another one which will be most significant of all because it will be able to affect all the others. This will be the individual difference of the operation of personal volition or free-will, which will not necessarily operate according to the laws of chance, but which will be able to skew the distribution of human thoughts and actions one way or the other.

Until a few years ago practically all of the workers in

SAMUEL ENGLE BURR

the mathematical and physical sciences believed that all was fixed and final in their respective fields. They accepted the immutability of the chemical elements. They believed that it had been amply demonstrated that the law of gravitation was infallible. They understood a straight line as only a straight line. Now all this is changed. Starting with the upsetting theories and observations of Dr. Einstein, a whole new way of thinking about the physical universe has gained ground. The old idea that science would ultimately solve all the riddles of matter and space by reducing them to formulae and patterns has given way to a different kind of concept.

A parallel might be drawn with the trend of thought in the mental and social sciences. It appears that science is not going to produce the final answer here. Science will produce the background and the ground work, but on account of man's free-will, artistry and the personality of the individual must enter in order to complete the process.

For the psychologist and for the educator, this is a most happy trend, for it certainly is a much more challenging and inspiring point of view than that taken by the pure materialist.

Assemblies in Small High Schools

By ALICE STONE JOHNSTON
Homestead, Pennsylvania

Concrete suggestions are offered in this article for rendering the get-together of the school both interesting and valuable.

THE assembly program in the secondary school is an echo of the college chapel where divinity students met regularly for devotional service. The present type of assembly retains the Bible reading, the Lord's Prayer, and perhaps a sacred song. In addition, the program widens out to include administrative and educational values of increasing importance. Such a program is adaptable to the school of any size: senior or junior high school, the consolidated type, or even the one-room school. Well-informed management can surmount apparent obstacles and produce not a shallow imitation of the larger school's practice but a program of standard quality. With a little careful planning, it can be appropriate in content and execution to the problem devolving upon it. Much error is due to attempting either too little or too much.

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The primary requisite is the definite purpose to make a program a success, supported by a conscientious working out of each unit that must contribute to the perfect whole. Nothing is more damaging to a school system than unorganized work or play. A definite assembly period should be assigned, the program carefully planned, and the schedule interrupted only for greatest necessity. If it is set aside carelessly, the student loses interest and regard for it as a real value.

The convenience to the school determines the hour selected for assembly, but the first period of the day is believed to have superior advantages. It relieves the monotony of home-room opening exercises by meeting with other classes once or twice in the week. Students respond to the gregarious instinct of satisfaction in uniting, and they also benefit by the atmosphere of organized purpose. Self-importance of room leaders is neutralized to greater usefulness by the overshadowing of wider interests and given an unselfish impetus to apply itself where needed. The student body profits by the sight of principal and teachers in a unit of friendly co-operation. It recommends the management as an organization operating with a display of ease with dignity and freedom under law — human enough to be understood, ap-

proved, and followed with confidence and respect. These elements are obviously best presented at the beginning of the day before activity begins. Particularly, the morning assembly should permit no impression of disciplinary crises or incompetency. Announcements made once to an entire school group provide uniform explanation; whereas, repetition in different rooms permits variations. The original accuracy and emphasis are often lost. Announcements in assembly are well-placed, but they should be brief. No speech to a student body can afford to lack previous organization.

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The educational value of assembly is of even greater importance than the administrative. A program should unify the interests of the school and reach out into the community. Dramatization of moral issues that relate to school is more effective than dull sermonizing. A student hesitates to engage in practices that are publicly exhibited as unworthy; the sanction of the group deters individual antagonism.

In the programs, a pleasant rivalry grows among the classes—not so much to out-distance each other as to reach the standard worthy of the group. If each class in turn is responsible for a program, there is sufficient time between occasions to develop a wide range of student talent. By no means should all be required to do the same kind of work; one may speak well, another makes a nice appearance, and others are interested in stage craft. Avoid slighting anyone; let each find his part that he can do well.

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Programs do not require long preparation. It is better to have brief concentrated practice in a short period than careless effort for longer. Regular lessons should not be set aside for practice; part of a study period daily provides sufficient practice. Time after school hours should very seldom be taken from the child for practice.

"Nothing is more damaging to a school system than unorganized work or play. A definite assembly period should be assigned, the program carefully planned, and the schedule interrupted only for greatest necessity. If it is set aside carelessly, the student loses interest and regard for it as a real value.

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"Students respond to the gregarious instinct of satisfaction in uniting, and they also benefit by the atmosphere of organized purpose.

•

"Possibilities for the selection of programs are endless; every activity of any school has material for production. The imperative need is to have a program."

Material for the assembly program may be chosen from a variety of sources. There are short plays and exercises on the market which are specially adapted to the needs of the average school. Festive seasons and holidays throughout the year may be observed by programs built on material obtained free of charge from the government departments. Many states furnish bulletins for all special day celebrations; these may be obtained by application, including postage, to the State Department of Public Instruction. If not wholly useable, they furnish an organized foundation upon which to arrange original material adapted to the local need and talent.

A public speaker or performer may be invited from outside of the school unit for a live talk or exhibition that is in harmony with school interests. Among such are: the foreigner or traveler who lectures entertainingly about foreign customs, an educated Indian with demonstrative material, a cheerful health lady, local tradesmen or professional men, Boy Scout or Girl Scout leaders, or public officials or celebrities who are guests in the town. Traveling entertainers of small importance should not be given the stage unless their work has dignity and quality. A program by invited speakers should be the exception; the one that is distinctive in value is original in concept and grows from natural situations in the classroom. It is strongly allied with either the curricular or the extra-curricular activities.

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A pleasant demonstration of such a plan was worked out by a commercial class that presented a regular class procedure in a junior high school. The stage was equipped with a blackboard, victrola, teacher's and students' desks, and typewriters. The teacher dictated an exercise which a student wrote in shorthand on the board; a second student using a pointer read the sentence. The teacher mentioned that the victrola records are used to promote rhythm; she used first a slow music and increased it to rapid time. The students at the typewriters performed accordingly. The order, concentration, and musical rhythm of record and machines attracted wide interest. It was a fine advertisement for the department. It encouraged efficiency in the class. The program concluded with a practical demonstration of the correct and incorrect ways of applying for a position.

The athletic and health departments united in a program showing pyramid-building, tumbles, handsprings, and various minor stunts. A group demonstrated the evil of careless habits such as the dropping of banana skins. A group showed first-aid devices.

A history section dramatized scenes from historical settings, such as Salem witchcraft, Boston Tea Party, and Washington at Valley Forge. These programs were combined with lighter themes and appropriate songs.

From the English class came a program announcing the opening of the library. From a large plasterboard book the char-

acters of various books emerged in costume, and entertained a child who sat sleeping over her lesson page. A fairy was the stage manager. Tom Sawyer, Little Women, Rebecca of Sunnybrook Farm, Heidi, and numerous others were very real and interesting to the audience.

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Possibilities for selection of programs are endless; every activity of any school has material for production. The imperative need is to have a program; it is not only a natural outlet for classroom activity but also a pleasurable anticipation that relieves the monotony of routine and makes a happier, more efficient school.

The Principal and Supervision

By BYRON C. KIRBY
Principal, Oliver Platoon School
South Bend, Indiana

The efficiency of a school depends mainly upon the principal and his ability to set standards and to secure teamwork.

THE principal is responsible for the academic achievement within the school. Hence, it is necessary (1) that he know the standards of potential achievement in each activity; (2) that he know how to attain those standards; and (3) that he know when those standards are achieved.

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(1) Today it is difficult to know just what ends a child should attain in each subject. Some educators contend that the purpose of education is to teach facts and details; while others hold that facts are of little value; that the ends of education are social unfoldment, the ability to live together, the power to think. These philosophies are diametrical opposites. Nevertheless, some principals and teachers accept the first and some the second without very serious thought. Still others fluctuate between the two extremes, never arriving at a definite, underlying purpose. As a result much of the teaching technique is feeble. Efficient supervisory procedure consists in carefully analyzing all philosophies, in evaluating every detail peculiar to each system and in selecting and using the most fundamental of these elements in the formation of a reliable principle. Generally, the best theory is neither extreme; it is in intelligent combination of the factors in all systems which tend most definitely to effectuate efficient social life. Facts are important since they constitute the elements of thought; they constitute the material that one uses in his thinking, talking and writing. On the other hand, facts are of no value if one does not know how to use them. Hence, the importance of teaching children to analyze, to evaluate, to organize, to think, to form logical conclusions. It does not seem far-fetched to conclude that each philosophy indicated here is insufficient; that the proper theory is a combination of the best in all systems; that the function of the school is to teach the children to think as a group in terms of basic facts. The more facts children know the better; the greater the facility with which they can use these facts in constructive social thought the better they can meet the exigencies of life. Because teachers taught too many irrelevant facts in the past is no reason we should rush to the other extreme and teach nothing today.

The plan here outlined "enables the principal to know what each teacher is accomplishing both in comparison with her previous achievement and in comparison with the results secured by other teachers; it enables each teacher to know her progress as well as her standing in relation to other teachers; it enables each teacher to know whether a given class improves or loses over the previous year's work; it enables the principal to know at a glance whether the results are uniformly superior or whether there are noticeable weaknesses in teaching."

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(2) After one has decided upon his philosophy; after he is certain what the purpose of education is, and how much each group should achieve in each subject, the next problem is to formulate an efficient method for realizing the desired ends. If the desired median for a 4-A class in spelling is 99, how can the principal make certain that he will achieve 99 or a 100 consistently year after year? The crucial problem here is one of method. Whether the children in any given school learn to spell and to read efficiently, or whether they learn arithmetic, history and geography depends upon how they are taught. And the ultimate choice of method devolves upon the principal. This is a grave responsibility calling for the power to analyze carefully, to evaluate scientifically, to think logically, to understand broadly. The naive explanation that children do not need to know facts is a meagre excuse for crippling them intellectually for life. There is much in the project method, problem method, unit plan, textbook plan, lecture method, laboratory method and drill type method that is good. Likewise, there is much in each that is educationally suicidal. The ideal method is the proper combination

of the best elements in all these methods, not a slavish adherence to any one of them. Names in education have little significance; ideas are what count. Teachers and administrators must guard themselves against falling prey to propaganda.

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(3) The purpose of supervision is to produce definitely established ends. This implies a reliable objective means for measuring the results of teaching. Education is not guess work, it is not a hit and miss procedure, it is business and, as such, subject to business methods.

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Prior to September, 1930, little consistent effort was made in the Oliver Platoon School to determine standards of achievement, to perfect method and to measure results at regular intervals. Beginning with that year, however, each of these items has received definite attention in the scheme of supervision. That is, in spelling, for instance, the principal and teachers agreed that a median of 98 in each class was possible; furthermore, they agreed to experiment with a revised method. In order to know the degree of achievement in every group the principal planned to give two tests in each subject per semester. In general make-up all tests pertaining to any given subject are similar; only the content of the questions varies. For example, in arithmetic, there are six questions in every test; the first question deals with simple fundamental operations peculiar to the grade; the second with definitions; the third with more difficult fundamental operations; the fourth, with the type of work the class is studying at the time of the test; the fifth and sixth are written problems of a practical nature. The results of these tests are graphed and tabulated and given to the teachers for analysis and study.

STATISTICAL TABLE

Spelling Medians in the Building Tests For May, 1932 and May, 1933.

Section	Medians		Average for X and Z Sections	
	1932	1933	1932	1933
2BX	100	100		
2BZ	84	96	92	98
2AX	100	100		
2AZ	100	88	100	94
3BX	100	100		
3BZ	88	92	94	96
3AX	100	100		
3AZ	96	92	98	96
4BX	100	100		
4BZ	84	100	92	100
4AX	100	100		
4AZ	93	100	96	100
5BX	98	100		
5BZ	97	96	97	98
5AX	100	100		
5AZ	93	100	96	100
6BX	98	100		
6BZ	94	100	96	100
6AX	100	100		
6AZ	98	100	99	100
Average for Building			96	98

This plan has the following advantages: (1) it enables the principal to know what each teacher is accomplishing both in comparison with her previous achievement and in comparison with the results secured by other teachers; (2) it enables each teacher to know her progress as well as her standing in relation to other teachers; (3) it enables each teacher to know whether a given class improves or loses over the previous year's work. This information is important in helping determine causes. For instance, if the 3BX makes a median of 75 this year while last year, as the 2AX, it made 100 the teacher cannot place full blame upon the group. She has to accept her share of the responsibility; (4) it enables the principal to know at a glance whether the results are uniformly superior or whether there are noticeable weaknesses in teaching. The line indicating any test should be nearly straight; (5) teachers want to show progress; they want to surpass others. Consequently this plan encourages them to ask the principal to visit their rooms and study their methods; to ask for criticism; to ask for conferences. All this opens the way for growth.

In conclusion, the efficiency of a school depends upon the principal. To fulfill his function adequately, it is necessary that he have high standards, that he know the best methods and techniques of teaching, that he measure and tabulate achievement, and that he be able to assist teachers who are having difficulties of any type.

Favorites

By ROBERT CLARK
State Normal College
Dillon, Montana

SHE had a triune beauty—of body, mind, and soul; a conscientious teacher with "high professional goal." She loved her little charges with a love, pure and sincere; yet she was sometimes troubled with an off recurring fear that in the group entrusted to her teaching and her care there might be some she loved more and who received a greater share of her true heart's affection. "Ah, this," she said, "is wrong, for in my life's devotion I equally belong to each dear child I'm teaching. And yet I must confess that three of these I love more; do I love the others less? I know I am not partial, I treat them each the same, and yet these three I love most. Is it right? Am I to blame?"

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One day as she was thinking of the teacher's Great Ideal, of how He chose twelve pupils and taught them truths so real; how He loved each pupil dearly and yet there seemed to be a little group He loved most—Peter, James, and John—these three. So she was well content, and her heart burst forth in song: "When I'm like the Greatest Teacher, I'm sure I can't be wrong."

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Course in Investments

QUESTION.—The present depression seems to show that the schools should do something to encourage thrift and the careful investment of surplus funds. What do you think of putting into the curriculum instruction in investment?

Answer.—The present depression has shown that no one seems wise enough to be the instructor. Of course we should do something to encourage thrift of time, thrift in the use of food and clothing, and thrift in the use of money and in saving. Very few investments seem to be secure in times like these. We have been quite sure that government and municipal bonds are always good, but more than one hundred fifty cities have been forced to default interest and bonds, and the mayors of these cities seek to have congress pass a law which will provide that cities may get out from under their debt by taking advantage of bankruptcy laws. The young people should be taught that the most serviceable investment is a home of reasonable size with a small tract of land not so much as an investment as a haven. Saving banks have been considered safe but they have fallen into the drag net of speculation; life insurance always stood the test better than the average investment. Stocks and bonds should be sparingly purchased until congress passes some good restraining laws against the racket in business. When a company can buy for $2,500,000, a corporation, and without the addition of a single penny, write it up to $26,000,000 and plaster it over with $30,000,000 of bonds and sell them to the public knowing when they did it that it would be impossible to pay the interest; investment in such so-called securities is always precarious. The school banking systems, as carried on in many schools, are good, but the force is lost because the children get much of the money from their parents. If they would bank their own earnings or allowances, it would be much better. I think we need a good course in economics.

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The Slow Mathematician

QUESTION.—One of my pupils in eighth grade arithmetic is gradually falling behind the class. The tests given show that she works slowly, and is unable to keep pace with the class. Can you suggest a remedy?

Answer.—No, I cannot suggest a remedy. That will come after a diagnosis of the case. The diagnosis is a careful search for the causes of maladjustment. It may be found that the girl is doing eighth grade work with sixth grade mathematical habits. It may be shown that the subject is difficult for her to comprehend. The diagnosis should determine the cause. You will begin by having the pupil tell what her trouble is as she sees it. You will not stop long with the symptoms but begin a search for the cause. Observe the pupil's work, habits of work, character of attention, application and quality of the written work. Sometimes it is necessary to study the school history of the pupil. After a careful diagnosis of the case, the remedy is as easy as a physician's remedy, after he discovers the cause. The probability is the pupil is merely slow and needs to be speeded up. This can be done by drilling her on the fundamentals necessary, by taking easy, clearly understood problems, working up to more difficult ones. Drill her on these, letting her know the time she should need to use in each case. This is a good practice for all pupils.

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Speed in Reading

QUESTION.—In visiting one of my schools I discovered that the pupils are very slow readers. I made some investigation and found that the children are not quick in getting the thought. What should I do?

Answer.—There is a natural difference between schools of the same grade levels. Sometimes the whole school will be quick and sometimes slow. It is probable that the school you visited is a slow school. Anyway you should make a special effort to bring the grade up to normal. I think every teacher should spend some time in developing speed in reading. Pupils who read slowly are said not to understand what they read so well as more rapid readers. They become occupied with the words, so much so that they do not get the meaning. The best readers are virtually unconscious of the words. The teacher could well spend some time in speeding up on the reading for her class (speed-reading). She will make greater headway in all subjects if she does. At first take short stories easily comprehended, and have the children read, then write out what they have read for a line on their ability to get thought from the printed page. This should be done without regard to time at first. Then they should be timed. Practice the pupils until they can read rapidly and comprehendingly. There is so much reading to be done nowadays that we have a new problem for the schools and that is to "speed up" on the reading. I was taught by the a b c method and have a tendency to see every letter. Dur-

(Continued on Page 541)

EDITORIALS

A Ghost Returns

IF AMERICA wants to commit suicide, politically and socially; if it wants to terminate self-government in tragic failure; if it wants to lower the intellectual standards of its people; if it wants to promote idleness among its youth and to build more prisons—then let America heed the advice of those who say "Abolish the free public high schools"!

Some well-meaning citizens, their minds cracking under the strain of abnormally severe taxes, have seized upon this idea as a very plausible solution.

High schools are admittedly more expensive to support than are elementary schools. The growth of high schools in recent years has been enormous. "Why," these citizens ask, "should the taxpayers carry this heavy load? Why should it not be dumped upon the backs of individual parents?"

The question is an old one, supposed to have been answered long ago and definitely disposed of to the satisfaction of the public.

The free secondary school has been this nation's best expression of its belief in equal opportunity for the children of the poor and of the rich.

If the free high school were to be generally abolished—as must not and will not happen—more than half the young people who now attend these institutions would be deprived of further schooling.

Is industry prepared to absorb them? Industry has trouble enough trying to take care of surplus man power today, without this responsibility added.

Our prisons are already housing thousands of young criminals—due to society's failure to devise suitable ways of occupying idle minds and hands. Narrowing the road to high school would widen the road to jail.

The problems which confront the individual and the state in these complex times demand more rather than less education.

If to deny a boy or a girl the privileges of a high school training were to render injustice to that boy or that girl alone, it would be cruel enough. But when it means, as it does, the wrecking of all this nation's hopes for a brighter and better tomorrow, such action becomes sheerest madness.

The clock of progress must not be turned backward by the forces of stupidity.

Babel of World Tongues

DEVELOPMENT of radio broadcasting, which knows no international boundaries, intensifies the need for a world language. There should be some commonly accepted medium of communication among people of all lands and tongues.

Nor is there any lack of interest in the problem. The hindrance to solution seems rather to be the multiplicity of efforts. Of the made-to-order languages, Esperanto shows most signs of vigor. But how many will take the trouble to learn a language which will have only a restricted usefulness until millions of other persons have gone to the same pains of learning it?

English itself is fast becoming a world language. It is understood and spoken by more of the earth's inhabitants than any other tongue. Moreover, by far the largest amount of broadcasting is done in English (or something like it). Also this language goes wherever American or English movie films are shown. So English is spreading.

Under the circumstances, special value attaches to the attempts to select a limited vocabulary of English words. There is, for example, "basic English," a list of eight hundred which has been put forward by an Oxford authority. International broadcasts employing such a list would be understood by all English-speaking persons and by all others who had mastered that list.

Progress would be faster if the Babel of tongues advocating various world languages were itself resolved into unanimity.

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Can You Stand Being Wrong?

IN THE same school are two teachers. Pupils say of Miss A: "Whenever there is a question as to which is wrong, she or one of us, she always hopes it is herself. She keeps saying as she goes to the dictionary or grammar: 'I hope I'm wrong. I hope I'm wrong.' And she really means it.

"Miss B is just the opposite. Sometimes she takes half a period explaining how she couldn't have made a mistake. And the more she talks the more sure we are that she is trying to squirm out of a bad fix."

The truly superior teacher can afford to admit her mistakes gracefully. The inferior teacher cannot afford to make them; but when she does she had better admit them because children can see through a fake and despise the faker.

Eminent Educators

DALY THOMPSON watches over the schools of Franklin, Tenn., where he has been superintendent since 1929. He has an eye particularly to health and sanitation in public education, and as a member of the Tennessee State Commission is at work on this problem. He is taking part in a report to be made at the Cleveland meeting of the Department of Superintendence on negro education.

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REGINALD STEVENS KIMBALL stepped over from teaching at State Teachers College, Worcester, in 1925, to become union superintendent at North Brookfield, Mass. He takes special interest in current affairs, and writes magazine articles and books besides conducting his work as superintendent. One of his strong points is the training of teachers in service. He is at present developing a new attitude on the part of his teachers toward curriculum changes. Still in the early thirties, he has made an unusual start in professional service.

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JOSEPH H. SAUNDERS—parliamentary expert of the National Education Association and popular superintendent at Newport News, Va.—will be presented as Virginia's candidate for the presidency of the National Education Association at the summer conference. He is a member of the State Board of Education, and chairman of N. E. A. trustees; has one of the finest school systems in the nation, having surrounded himself with teachers of co-operative type. He employs the humanized rather than the mechanized kind of management—which accounts for the fine spirit of his teachers.

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FRANK A. JENSEN has brought many improvements during his administration at Rockford, Ill. He supports his coworkers loyally—as when he put on a campaign to market the warrants with which they were paid recently and succeeded in getting the citizens to back bond issues on the schools' behalf. His appreciative associates have conferred upon him a life membership in N. E. A. His leadership is widely recognized and his fine personal qualities are admired.

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JOHN EDWARDS BRYAN, who heads the schools of Bessemer, is a recognized leader in the educational work of the state of Alabama. He is president of the Alabama Education Association for the current year, and is a past vice-president of the National Education Association. While doing a well-rounded job, he is specially strong in running the business end of his schools. He has been prominently identified with the National Association for the Study of the Work-Study-Play School Organization for several years.

Winshipisms

"A good teacher is sensible; a sensible teacher is sympathetic; a sympathetic teacher is humane."

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"Every generation requires a different training from the last."

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"Never have a quarrel with your school board unless you are prepared to resign."

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"Woe be to any party that expects to regain or gain political power by attacking the schools."

HARVEY E. TOBIE pilots the schools of Stayton, Oregon, over a well-charted course. He has acquired breadth of thought through travel—particularly by automobile, which transported him across the continent and back in 1930. He has done research in several important lines, and has helped to write manuals on mathematics and high school administration, as well as a history of Willamette Valley, Oregon.

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RAYMOND A. KENT was called from a deanship at Northwestern University four years ago to the presidency of the University of Louisville. With a relish for administrative problems, he has nevertheless found time to write books on higher education, arithmetic and other subjects.

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JOHN W. STUDEBAKER, superintendent at Des Moines, Iowa, since 1920, is pioneering in a major task of adult education. He believes that a public opinion intelligently formed with regard to current issues will be a substantial backlog to the fires of patriotism and a firm support to a government of the people. Watch for more about Superintendent Studebaker's project in a later number of this Journal.

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W. B. THORNBURGH gives the children of Seaford, Del., the kind of schooling that will equip them for happy, useful living. To make the work "outstanding without being sensational," is his confessed purpose. He was superintendent at Dover for seven years prior to 1926, when he came to Seaford. He believes in travel as a means of strengthening one's equipment for the educational task, and has acted on this belief; journeying one summer some 6,000 miles in the eastern half of the United States.

We Must Consider Tomorrow

By AGNES SAMUELSON
State Superintendent of Public Instruction
Iowa

Returning from Chicago's "Century of Progress," Miss Samuelson visualized some of the duties that lie ahead for education.

THE problem today is to bring our economic situation up to our mechanical and scientific levels. If we can wing the continent by airways in twenty-eight hours, if we can send our voices around the world in an international hookup, if we can prolong the life of the diabetic, tubercular, and anemic persons and eliminate diphtheria, if we can do hundreds of things by electricity, why can we not find the economic genius to do away with depressions? to bring our economic progress up to mechanical and scientific levels? The world is at work on that problem. Stated another way it means brain power is being mobilized upon the task of finding the way out of the chaos in such a way that it will not be necessary to sacrifice our homes, schools, government, and churches. Recovery will not be true if it has to come at the price of impoverished homes, weakened governmental efficiency, closed schools, churches, and broken morale.

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There are plenty of immediate problems in education that must be solved; plenty of complications; plenty of Herculean work to do in working out of the present crisis. It is a crisis when in education over $10,000,000 of our school funds are tied up in closed banks and other ways, school enrollment is increasing and revenues decreasing, subjects and departments dropped, opportunity restricted, high school graduates unable to find work or go to college, college graduates unable to find employment, people out of work and unable to supply their families with the necessities of life, classrooms overcrowded, and other situations only too familiar to all of us. They are not in keeping with the national program for recovery and must be corrected.

We should be organizing and working on our problems from the standpoint of these current situations versus future programs. The present emergency brings situations which cudgel our brains out of any educational complacency into which they might have lapsed. They require legislation in some cases to correct. The answers to these questions lead us into the fields of recovery, relief, rehabilitation, and reconstruction. On the one hand they have to do with holding the gains made in universal education and equality of opportunity; on the other, they involve the next century of progress in education.

We must build for the future. It is not enough to restore, to salvage the human progress achieved throughout the centuries, to see that civilization comes smiling through without a scar. We must guarantee the advancement and the enhancement of our racial heritage. It is not enough to keep a school open; we must see to it that what goes on in there is worth while in preparing children to live in 1943. It is not enough to readjust, to relieve the financial situation; we must also reconstruct our system of school support to fit the century to which it now applies. It is not enough to safeguard the schools for the children of the masses; we must also guarantee sounder and more complete programs for their children's children.

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Forty years hence can it be said of us that each one was an Arcturus whose light waves, traversing the years between in the lives of our pupils, have been captured and intensified in such a way as to light the future achievements of tomorrow, to make more colorful the next century of progress? Will our successors forty years hence be able to learn more, to be more, to do more for humanity and righteousness because of us?

When one of the colonial legislatures was debating the matter of the adoption of the Constitution, it suddenly became very dark. Some of the members in their panic and fright wanted to adjourn the session. They believed the end of the world had come. One of them, wiser than the rest, calmed them by his motion. His words were to this effect: "I do not know whether the end of the world has come or not. But whether it is or whether it is not, we must be about our work. I move we light the candles and proceed to the business of the hour."

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Now I do not know whether the end of the depression is at hand or not, but I see glimpses of a brightening sky. But whether it is or whether it is not, I move we turn the microscope and the telescope on to the task of the hour—working our way out of present difficulties in such a way that the next century of progress will reveal a sounder and more complete educational program for our children's children.

Power of Teacher's Influence Stressed by Mrs. Roosevelt

THAT the schools should develop in their pupils a social consciousness; that the personality of the teacher is all important; and that the citizens should rally around the free public schools—were points emphasized by the wife of the President of the United States in a recent address at a regional conference of the Progressive Education Association, held in New York City. She was introduced by Dr. John H. Finley as "the great itinerant teacher of America, with the continent for a school."

The development of an outlet for the adventurous spirit of youth which heretofore has found its expression in war was urged upon the more than 1,500 teachers and parents by Mrs. Franklin D. Roosevelt.

"I have a theory that our parents and our teachers are going to be responsible for one great thing in the future," Mrs. Roosevelt said. "They are going to be responsible for the state of mind which is either going to continue settling our difficulties by war throughout the world or it is going to give it up."

Mrs. Roosevelt spoke of the transition through which the social order in the country is passing and of how the country had held to the doctrine of "rugged individualism."

"Progressive education is a continuing education, but you cannot have progressive education or any other kind of education if the teachers cannot be paid and the schoolhouses cannot be kept open. I think that too many of the people who are parents, and often those who are not parents but grown-ups, are not thinking far enough ahead. If they realized what closing the school meant in one way or another, they would find a way to keep it open.

"We talk a great deal about the curriculum of schools, and perhaps what I am going to say is not progressive. It may be very old, but I am a great believer that it is more important that the teacher in any school be a person—a real personality—than that the curriculum be exactly perfect according to certain ideals."

Mid-west Schools at Low Ebb But Courage Still Runs High

THE plight of education in the Middle West is particularly unhappy. And here is a story that brings the sad facts home to all of us:—

Although contracts of last year were rescinded, openly violated by school boards, and although contracts for another year call for, in many schools, only three months of service, teachers of the Middle West seem to have signed whatever has been offered them, according to Calvin T. Ryan, of the State Teachers College, Kearney, Neb.

More shifting of superintendents of the smaller and middle-sized high schools took place last summer than at any time within the last five years. Change of teachers in the one-teacher rural schools was very noticeable last summer.

"Most of the daily newspapers," Mr. Ryan said, "have taken their stand against the teacher. Most of them have encouraged retrenchment of expenditures for educational purposes. One paper in the largest Middle-West city has taken the attitude that whatever is expended for education is an extravagance."

He pointed out that teachers are beginning to wonder if the Roosevelt search for the "forgotten man" and his interest in the "new deal" have not ignored one whole class of people, at one time recognized as being very essential to the welfare of the nation.

"What has the teacher got from the 'new deal'?" Mr. Ryan asked. "First," he answered, "a cut in salary below a living wage. Second, an increase in hours and a heavier teaching load—for less pay. Third, no assurance of a job, not even any guaranty that the contract she signs will hold for the year. Again, I find teachers simply smiling and carrying on. Their unbroken morale is the most amazing thing of all. It is one of the most magnanimous spirits I have seen in American life.

"Whether teachers are simply good missionaries, time only will tell. I came in contact with several hundreds of teachers during the summer, and I found them a crushed but smiling lot. They expect to carry on, believing that the better judgments of parents, both taxpayers and non-taxpayers, will eventually prevail."

20,000 SCHOOLS MAY BE FORCED TO CLOSE

CHICAGO.—Dr. John K. Norton, of Columbia University, told the National Association of State Universities that 1,020,000 children in the United States may be without public school instruction after April 1, 1934.

Dr. Norton, chairman of the Joint Commission on the Emergency in Education, estimated that some 20,000 schools in America may be forced to close by that date because of lack of funds.

He reported that the commission, recognizing "that State financial assistance is the quickest and only possible solution to the emergency in various States," has drawn up the following program:—

1.—The State must exercise increased responsibility.

2.—The money given by the State must provide a minimum program for all localities.

3.—It should be raised by taxes other than property taxes. The report mentions income, sales and personal property taxes.

Immediate assistance, he said, should come from the Federal Government.

New Teacher Freedom Noted in School Report

NEW YORK.—One man domination has been cut down to a considerable extent and the democratic ideal of administration in the city's public high schools is becoming more and more predominant according to a report by Dr. John L. Tildsley, district superintendent of schools. Dr. Tildsley's report covers the last ten years of development in the high schools and he finds that "the learning process" is being substituted for "the instructing process." Furthermore, he writes that teachers are now given more leeway for experimentation and that they have "almost complete freedom" in the choice of subject matter and methods. "The division superintendent views himself as a clearing house for ideas," the report states, in reference to the increased premium placed upon a democratic administration, "and thus is able to draw to himself and pass out to the schools the results of the thinking of thousands of teachers. No policy is ever put in force without first seeking the advice of the body of principals. Most changes in courses of study and syllabi arise not from the superintendent but from some body of teachers."

New High School Sought on Cape Cod

HARWICH, Mass.—Construction of a $250,000 consolidated high school building to care for the needs of six towns of the lower Cape would not require special legislation, according to a report on the proposed school project issued by Superintendent C. H. Pratt, of the Harwich, Chatham, Orleans and Eastham union. The proposal to build a consolidated high school that would accommodate pupils from Harwich, Orleans, Chatham, Eastham, Brewster and Wellfleet because of the present overcrowded conditions in each town has resulted from recent mass meetings held by citizens throughout this section of the Cape. Superintendent Pratt stated in his report that no group of towns in the state has ever availed itself of the provision in the law under which towns of separate school unions might join in the construction of a consolidated school building.

French and Belgian Pupils Taught to Swim

PARIS.—A bill has been introduced in the Paris Municipal Council to make swimming instruction compulsory in all of the Paris schools. Before a child receives his diploma he must have qualified in swimming unless he is physically incapacitated. All Antwerp school children attending the higher classes will be taught to swim in the future. They will learn the chief swimming motions in the gymnasium at school; afterward they will go to the baths in groups of thirty. This is obligatory, except for those who can show a doctor's certificate saying that their health does not permit them to learn swimming.

Missouri Schools Face Hard Winter

ST. LOUIS. — The status of Missouri public schools is the worst since 1903, when the State ranked thirtieth in education, and unless emergency funds are made available immediately, the free system will be abandoned in many communities and some sort of tuition program substituted for those who can afford to pay. Charles A. Lee, State Superintendent of Schools, in announcing his support of Governor Park's general sales tax plan, states that it is apparently the only means by which the schools can obtain funds with which to function this winter, unless a resolution, passed at a recent meeting of the State Teachers' Association for presentation to Congress, results in Federal aid. Mr. Lee finds that more than 1,000 rural schools will be forced to shorten their terms on account of lack of money; more than 2,000 rural schools will close this year with a deficit, more than 1,200 rural teachers will donate from one to four months' time, representing $100,000 in salaries, and three-fifths of all high schools have not enough money to complete their normal terms.

MILITARY TRAINING WINS IN HIGH COURT

WASHINGTON.—The right of the University of Maryland to require its students to take military training was, in effect, upheld recently by the Supreme Court.

The tribunal refused to review an appeal challenging the constitutionality of the State law. The Maryland Court of Appeals previously had upheld the statute. The Supreme Court said that no substantial Federal question was involved.

Proceedings were brought in behalf of Ennis H. Coale, of Harford County, Maryland, as a conscientious and religious objector to military training.

Pointing out that student members of the Society of Friends and other religious sects had been exempt from such training, the student's father insisted that his son was entitled to the same privilege as a constitutional right.

Maryland State officials contended that the Supreme Court had no jurisdiction, and that if Coale had any right to attend the university it was as a citizen of the State and not of the United States.

Widow Helps Dedicate Morrow High School

ENGLEWOOD, N. J.—The keys to the newly completed Dwight W. Morrow High School, named for the late Senator from New Jersey, were turned over formally to Mrs. Morrow, who unlocked the front door for the dedication exercises, held recently in the school gymnasium. The speakers were Dr. Charles H. Elliott, State Commissioner of Education, and Mayor Cornelius P. Kitchel. The school cost $800,000 and stands in the middle of Dwight Morrow Park, an eighty-seven-acre tract on Knickerbocker Road.

State School Aid Cuts Opposed by Committee

ALBANY, N. Y. — A recommendation that New York State's $100,000,000-a-year school aid be continued next year was made by a sub-committee of Governor Lehman's advisory budget committee. G. William Magly, of Jamaica, chairman, said that despite the agitation for cuts, many members felt that a reduction would increase local taxes. "A majority of the committee feels that reducing State aid for education at this time would be a mistake," he continued. "The committee is mindful of the importance of maintaining the efficiency of our educational system, but it felt that during the emergency the statutory increases are neither necessary nor advisable." A minority of the sub-committee members argued that the aid should be reduced in the next budget.

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YOU hear it asserted every now and then that "classroom instruction is dominated by the textbook." You may think that this is intended as a criticism of the textbook, but if so you have missed the real point of it.

It is obvious that a textbook cannot of itself dominate. Somebody must allow it to do so or force it to do so. Somebody must be willing to be dependent upon the book. Then and only then can it dominate.

The statement we have quoted is made in disparagement of those instructional methods which result in the misuse of the book and of those textbooks which aid and abet the continuance of those methods. It emphasizes the importance of better methods and better books in bringing about the better use of books.

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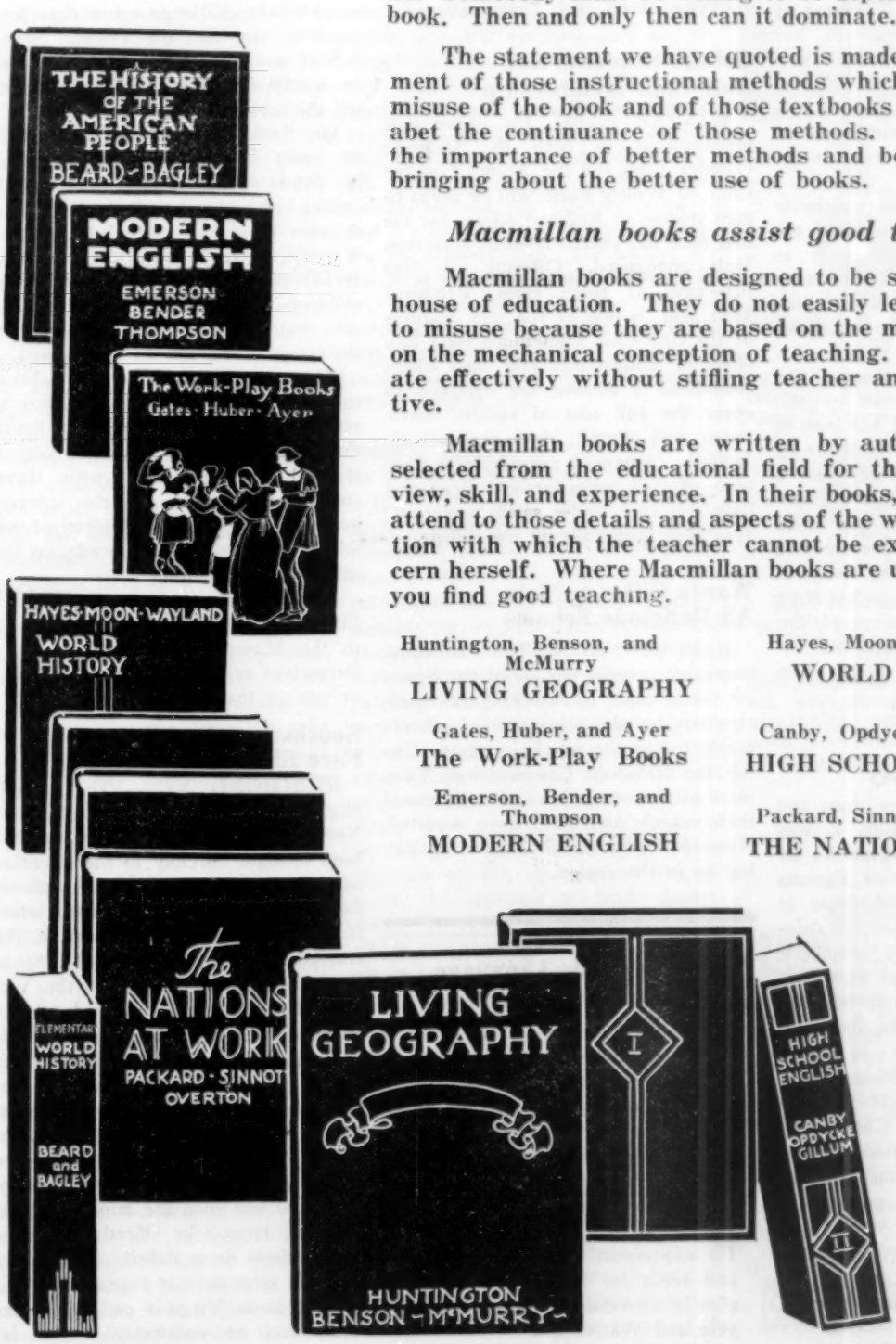

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TEACHER EVOKED STANDARD TIME

Fiftieth Anniversary Recalls Work of Schoolmaster

SARATOGA SPRINGS, N. Y.—Recent observance of the fiftieth anniversary of the adoption of the standard time system recalled that credit for the working out of the system belongs to Dr. Charles Ferdinand Dowd, a Saratoga Springs school teacher. He worked out the system in his spare time and then worked for twelve years more before it was finally adopted by the railroads of the country.

In October, 1869, Dr. Dowd presented the first outline of his plan before a convention of railroad trunk lines. The scheme met with approval and he was asked to work it out in detail, which he did.

By 1879 the plan had met with wide approval by scientific bodies and the railroads turned the matter over to William F. Allen, who was secretary of the American Railway Association, and editor of the Travelers' Official Railway Guide.

After a number of setbacks, Dr. Dowd's system, as presented by Mr. Allen, went into effect and has been in operation ever since. By the irony of fate Dr. Dowd, after more than a generation of altruistic effort to standardize time for railroads, was killed by a raiload train at a grade crossing on November 12, 1904. And today, in the circles of railroad men and in their official publications, the name of Dr. Dowd is not even mentioned, the entire credit for the system being given to Mr. Allen.

Plight of Schools Exposed in New Jersey

Conditions in New Jersey town and rural schools were desperate, it was reported at the annual convention of the New Jersey Congress of Parents and Teachers, and half of those in the state face closing. About 350 delegates, representing 70,000 members, were told that not only was $4,000,000 of teachers' salaries unpaid, but $3,800,000 of current expenses, including high school tuition fees, textbooks and supplies and $1,390,000 for debt service also was unpaid. It was announced that the school at Chesilhurst, Camden County, was closed because the principal, himself unpaid, was ill and there was no way to pay a substitute. In another school near Camden, one of the speakers disclosed, a teacher whose salary was unpaid for eight months had copied textbooks on mill-ends of wall paper so her pupils might have something from which to study.

U. of P. Pennsylvanian Wages War on R. O. T. C.

PHILADELPHIA. — Abolition of the Reserve Officers' Training Corps in American colleges was advocated by the Pennsylvanian, University of Pennsylvania student daily newspaper. Terming them "a useless necessity," the daily said R. O. T. C. units are the "outstanding example of the impossibility of the achievement of universal and international peace. Not a single case substantiates the existence of the corps," it asserted. "America has always been a leader in world affairs. She can strengthen her lead by proposing the abolition of all such organizations."

College Students Get Golf Club Membership

WINTER PARK, Fla.—Free golf memberships in both the Orlando Country Club and the Aloma Country Club of Winter Park will be given to each student at Rollins College, for the first time this year, President Hamilton Holt announced. Offering of free privileges at these clubs, President Holt said, is one of the new features of the Unit-Cost Plan which went into effect at Rollins this year, and which establishes a general fee designed to cover the full cost of tuition, board, room and certain fees for athletic facilities. Financial arrangements have been effected between the college and both golf clubs under which "cover-all" fees have been paid by the college.

Wants Cities to Take All Religious Schools

BARCELONA. — The Barcelona municipal council has asked the Spanish Government to authorize the municipalities to take possession of schools conducted by the religious orders. Under the Religious Congregations Law, most of the orders have already closed their schools and many have departed. Numerous private schools are springing up in the region.

World Basic Language for Lynn Aliens

LYNN, Mass. — The Lynn school committee has voted to introduce the so-called "world basic English language" of nine hundred words in the Americanization classes for adult immigrants. It is claimed that the language, which was developed in an English college, will provide a medium for expression of ordinary ideas and needs for foreigners. It will also be introduced in Chelsea, Revere and Watertown.

MOSCOW PUPILS SEND ESSAY DARE

New Haven School Gets Soviet Essay Challenge

NEW HAVEN, Conn. — Seymour B. Smith, principal of Truman Street School here, received recently a formal challenge from the pupils of Moscow School 25, who wished to compete with the New Haven children in an essay contest on the significance of the resumption of relations between the United States and the Soviet Union.

When Mr. Smith unofficially received word of the challenge a few days previous he said that the Truman Street School would not participate and that he would send a formal letter declining the invitation.

Mr. Smith said that the subject of the essay would be too profound for his pupils in the seventh and eighth grades, who are between eleven and thirteen years old. He believed that it could better be undertaken by university students. If the New Haven children accepted the challenge, he said, much of the work of preparing the essays would fall on the teachers.

"However, we would like to express to the Russian children our pleasure at receiving the challenge," Mr. Smith declared. "We are going to keep a friendly correspondence with them, and in the course of this correspondence no doubt the children of our school will express their views on the subject of recognition."

A few weeks before, the Truman Street youngsters had sent a scrapbook to the Moscow school and defended themselves valiantly against a criticism or two of that book.

Southern Schools Face Short Term

RICHMOND, Va. — The pathetic plight of public schools of Virginia and North Carolina and their teachers has been brought forcibly to the attention of the public of late, and the authorities of both States are wondering what, if anything, can be done about it. An emergency appropriation of $150,000 at the recent special session of the Virginia Legislature has enabled all the counties and cities to keep their schools in operation at least until the regular session convenes in January. But nobody has solved the problem of what the Legislature is to do at that time. Unless something is done, sixty-two of Virginia's one hundred counties will have less than the minimum eight months' term. In North Carolina, where there is a deficit at least six times as large as that forecast for this fiscal year in Virginia and where the State has an enormous bonded indebtedness, the plight of the schools is equally serious.

Biblical Phrases Balk Cornell Students

ITHACA, N. Y.—That the author of today cannot be assured of ready comprehension of a religious allusion or an echo of Scriptural phrasing, and still less can depend on a general understanding of classical reference, appears from the answers given in reply to an informal questionnaire put to his classes by Morris G. Bishop, assistant professor of Romance languages at Cornell University. Two students thought that John, Paul and Peter constituted the Trinity; "a series of 'devote' sayings" and a "religious chant" were offered in answer to "What is the Epiphany?"; one student advanced this explanation of why the children of Israel went to Egypt: "Joseph had a good position and there was a famine outside." The class which answered the questionnaire consisted of sixty-three freshmen and twenty-three of other classes, and the average grade on the test was 25.5 per cent. The freshmen averaged 26.7 per cent. and the students of other classes 23.3 per cent.

Try Education Through Air

LA PAZ, Bolivia.—Bolivia's new national radio station will be used primarily for educational purposes, and in a country of such few communications invaluable aid will be given the national effort to raise the intellectual level of the people, according to the Pan-American Information Service. Arrangements have been made to provide every school with a radio receiver at a very low cost, and the Department of Education has just issued an order that at certain specified hours the receiver must be used and that attendance is obligatory. It is also provided that parents of the pupils and residents of the city or town may listen to the broadcasts if they so desire.

How to Avoid Mental Indigestion

BOSTON. — Only by consistent training in discrimination from their earliest years by home and school may young people hope to establish some standard to which they can repair in the midst of the maelstrom of impressions offered by the movies, according to Abraham Krasker, Boston University lecturer on visual education. "No parent thinks of serving his child tainted food or food which does not result in proper building of the body," he said, "nor is the average child allowed to read books known to be injurious. Yet the film, which is more powerful and more concentrated than the printed page, is offered to the child without discrimination. For efficient and lasting results we must resort to education and not to regulation. The home is gradually relinquishing its responsibility for complete education to the school. Since education goes on more than five hours a day, educators must concern themselves with the preparation of the child for his after-school activities."

Payless Holiday for New Bedford Teachers

NEW BEDFORD, Mass.—The public schools of New Bedford were closed the latter half of November because the city lacked $45,000 to defray expenses until the end of the fiscal year, November 30. More than 18,000 pupils and 500 teachers had an enforced holiday until funds from the new budget became available. For the teachers it meant a payless holiday because the School Committee decreed they would not be paid during the layoff. Strenuous efforts of the School Committee and city officials failed to find a solution to the problem of keeping the schools open. The budget for the fiscal year that ended November 30 was considerably under the city appropriation for the year before, but it was found impractical to lower expenses to meet the reduced revenue, school officials said.

Schools Share In Works Program

WASHINGTON. — Dr. George F. Zook, United States Commissioner of Education, reports that the authorization of Federal Emergency Relief Administrator Harry L. Hopkins makes it possible for Federal Civic Works Administration funds to be used for: School building repair jobs, such as painting, electrical wiring, paper hanging, roof repairs, repair of school furniture, construction and repair of school playgrounds and equipment, and modernization of sanitary facilities. Since these projects are an essential part of the nation-wide civil works program to put unemployed men to work, the approval of State departments of education is not necessary. Funds are provided for repair materials as well as for wages. Any school or college under public auspices may share in this civil works program.

Would Change Name of Springfield College

SPRINGFIELD, Mass.—Springfield College students have petitioned President L. L. Coggett and the college trustees to have the official name of the institution changed from the International Y. M. C. A. College to Springfield College. The students believe the change in name would attract more men by indicating the broader scope of the curriculum and would give the graduates a better recommendation.

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TEACHERS IN N. Y. STATE GIVE TIME

Contribution to Education in Year Is About $20,000,000

ROCHESTER, N. Y.—Teachers in New York State have contributed in money and in added service to the reduction during the past year of about $20,000,000 in the cost of public education, according to the Fact Finding Committee of the State Teachers' Association, announced by President W. Howard Pillsbury.

The report shows further that these reductions have been made in spite of an increase of between 50,000 and 60,000 pupils, mostly in high schools.

The average teacher's salary reduction has been ten per cent, with the maximum 33 1-3 per cent. The size of classes in elementary schools increased from 30.8 pupils in 1929-30 to 35.5 in 1932-33, and in high schools from 25 to 29.8.

Many important school services, particularly summer and evening schools, evening and Americanization classes, kindergartens and recreation and playground activities have been reduced or eliminated.

"Teachers are carrying a heavier teaching schedule, are teaching larger classes and are being paid less," said President Pillsbury. "The result is that the average per pupil costs for total current expense in one year have been reduced $11.29 in villages under superintendents, and $14.81 in cities excepting New York City."

1833 Rules at Union Recalled

SCHENECTADY, N. Y. — Regulations which governed students at Union College in 1833 were recalled here in connection with the observation of the one hundredth anniversary of the Psi Upsilon fraternity. Some of the rules follow: "All the students are strictly forbidden to play at cards, or any unlawful game; to use profane or obscene language; to strike or insult any person; to associate with persons of known bad character; to attend places of vain or idle sports; to visit taverns without liberty; to appear in indecent dress, or in women's attire; to lie, steal, get drunk, or to be guilty of other gross immoralities. No student shall be permitted to lie down upon his bed, or sleep in his room during study hours. If any student shall smoke a pipe or segar in any part of the college, except by permission, he shall be liable to a fine for every offense. If any student shall go more than a mile from the college edifice without liberty from a member of the faculty, he shall be liable to a fine of fifty cents for every offense."

Thomas Criticizes "Machine" Teaching

NEW YORK.—Education to meet a changing social order and to fit a future co-operative commonwealth was impressed upon 1,500 teachers by Norman Thomas, at a meeting here. "Because we have wanted to save our schools or our jobs in our schools," he said, "we have sterilized them by eliminating from them what the public regards as controversial matter, and this in an age when the very stuff of life is controversial. We have not even sought to present to the next generation a fair statement of facts on the interpretation of which men may legitimately differ. We wonder that as a result our educational system has become a kind of machine. The educator cannot even do what he wants with his school unless he dares to think and dream and plan in terms of the good society, the fellowship of free men, the co-operative commonwealth in which every able-bodied adult is a worker, proud of his part in keeping the world going, secure in his work and in his leisure, the sharer of an abundance which he helps to create."

Italy Establishes Chair At Hebrew University

ROME. — The Italian government has made a grant to the Hebrew University in Palestine for the purpose of establishing a chair in Romance languages and literatures, with special emphasis on Italian. Commendatore Mario de Angelis, present Consul-General of Italy in Jerusalem, was instrumental in securing the subsidy from the Italian government. "The action taken by the Italian government is a most commendable one," Dr. Judah L. Magnes, Chancellor of the Hebrew University, said in an address officially accepting the grant. "The fund supplied by the Italian government for this lectureship has made it possible to introduce a subject at the Hebrew University the need for which had long been felt."

New York State University Celebrates

ALBANY, N. Y.—The sixty-ninth convocation of the University of the State of New York, held in Chancellors' Hall, in the State Education Building here, commemorated the one hundred and fiftieth anniversary of the establishment of the university. The University of the State of New York is the oldest continuous State educational administrative agency in America. It was established by legislative act on May 1, 1784, at the first session of the Legislature after the close of the Revolutionary War in response to a message of Governor George Clinton.

COLLEGE EDUCATION SCORED AS RACKET

Washington and Jefferson Head Says Public Wary of Graduates

ATLANTIC CITY, N. J. — Dr. Ralph Cooper Hutchinson, president of Washington and Jefferson College, in an address before a teachers' convention here, said "education in high schools, colleges and universities has become the great American racket."

"But the great racket is ended," Dr. Hutchinson added. "The turn has come. Supply exceeds demand. Quality will be demanded."

"The college degree," he said, "has always been supposed to denote high quality of personal integrity and character, and many are the racketeers brandishing college diplomas who have sold their services on that presumption.

"That they were racketeers, that they did belie the trademark, that they accepted the name without the reality is evidenced by the shocking number of graduates who have been discovered in defalcations, in corrupt professional practices, in the concealment of corporation assets or liabilities, the evasion of income and other taxes, the distribution and acceptance of bribes, the predatory exploitation of public resources and widespread system of municipal grafts."

The public now, however, is looking for "quality in the product," said Dr. Hutchinson, and the "racket of the trademarked college man" is near an end.

A Symbol

THE Yule log—symbol of Christmas through the ages. On the great holiday the lord of the manor threw wide the doors, and misery and squalor were forgotten in the cheer of the boar's head and wassail.

Customs change, but the Christmas spirit is ageless. Today millions express it by the purchase of Christmas Seals—the penny stickers that fight tuberculosis—still the greatest public health problem. Your pennies will help.

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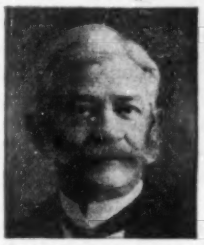

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News Brevities

LONDON — Addressing a meeting for a London Vacation School, Lord Eustace Percy, Member of Parliament, stated that "The history of all education seems to be a continual cycle of knowledge getting overlaid more and more by mere opinions, until finally we have to get rid of the 'junk' and go back to the real knowledge that we ought to be teaching."

TICONDEROGA, N. Y. — Stating that current history textbooks are "packed with myths," J. C. Long, biographer of Lord Jeffery Amherst, addressing the thirty-fourth annual convention of the New York State Historical Association, urged revision of school histories to give pupils "a true picture of the founding of this country."

NEW YORK. — The Metropolitan Museum of Art will direct its educational program during the ensuing year toward high school students, by giving illustrated lectures and exhibitions from the museum's collections in the city schools, it was announced by William Sloane Coffin, president of the institution.

NEW HAVEN, Conn. — According to cable advice from Chang-sha, Hunan, Yale-in-China has started the fall term with a record enrollment of 300 students, it was announced at the executive offices here. The Yale-in-China School of Science is also in full swing as part of Central China College, and has opened with 100 students. Political conditions in both centres are quiet, and there is every prospect of a good year ahead, the report states.

PRINCETON, N. J.—A total of $207,618 in scholarships and tuition loans was paid out last year to 603 students at Princeton University, according to President Harold Willis Dodds, in his first annual report. This sum, though it exceeded the total of the preceding year by $20,000, was not adequate to meet all demands. The report emphasized that current economic conditions have brought with them a demand for scholarships which cannot be met by the existing funds.

NEW YORK.—Current methods of determining the value and efficiency of a teacher are largely subjective and show a low degree of reliability, according to Dr. Lloyd Percy Young, research graduate at Teachers College, Columbia University. Dr. Young reached this conclusion after a survey of the administration of merit teachers' salary schedules. He said that a teacher's accomplishments in her work should be the basis of the rating plan rather than the trivial details of routine.

MEXICO CITY. — Communistically inclined Mexican students recently threatened to force suspension of institutions of higher learning throughout the republic. A group in Mexico City seized control of the buildings of the National University. Among the students' demands is one that the government grant autonomy to the universities.

MADISON, Wis.—What may prove a new impetus in scientific research is seen in the announcement by University of Wisconsin of a huge experiment under the terms of which thirty-six full-ranking professors will be relieved of all teaching duties for periods ranging from a year to a semester to devote full time to research.

ST. LOUIS.—Walter Lippman, New York editorial writer, told 1,000 persons here governmental restrictions on free higher education "in large areas of the world" had increased the obligation of other nations to "see that the light of learning" shall continue. "You cannot suspend higher education because it is temporarily inconvenient to pay for it," he told those attending a luncheon in honor of the heads of seven eastern women's colleges.

EVERY TEACHER NEEDS IT

Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

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BOOK TABLE

Graded English

FORWARD STEPS IN THINKING AND WRITING, Workbook Series in English for Grades 3 through 8, compiled by Gordon Wilson, Western Kentucky State Teachers' College, Bowling Green; Clarence A. Rubado, Assistant Superintendent of Louisville, Kentucky; Magnolia Scoville, Western Kentucky State Teachers College, Bowling Green, and Beatrice Wheeler Johnson, Emma Dolfinger School, Louisville. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

These workbooks in English constitute a judiciously graded series starting with the third grade and continuing through the years of junior high school.

Too often the study of English is confined to the memorizing of rules, with only incidental practice in actual use of the language. This tendency can be successfully overcome through employment of the exercises provided in these workbooks. Rules will not be memorized and then forgotten for want of language problems to which to apply them.

Assignments are of reasonable length, and are grouped in convenient study units. In details of page size, typography and quality of paper, the series has every appearance of thoughtful adaptation to its purpose—and a splendidly worthwhile purpose it is; for the formation of right habits in thinking and writing is among the most valuable and lasting benefactions the schools can confer upon their pupils.

Learning is no passive process where such books as these are in daily use under the direction of a conscientious and inspiring teacher, but an active self-development in language power and mastery.

Colorful Hawaii

STORIES OF HAWAII, Its History and Chief Industries, by Ann Schilt French. Cloth, 314 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

What manner of people are the Hawaiians? Whence came the early inhabitants? What were their implements and arts? How were they ruled? How did the islands become a territory of the United States?

Such questions might occur to any bright schoolboy whose curiosity had been aroused with reference to this detached portion of the American domain. And the answers are at hand, in interesting story form, with abundant illustrations, in this reader for the middle elementary grades.

The first part of the book deals with the history and general description of the islanders and their ways. The second part treats of the two leading industries, production of sugar cane and pineapples.

"Stories of Hawaii" should be welcomed by the pupil for its wealth of information about a people so closely linked with ourselves in fortune and so similar to us in essential human qualities.

A thread of narrative runs through the book—introducing boys and girls whose experiences intrigue the learner into the acquisition of much broadening knowledge about these neighbors in the blue Pacific, where Nature seems to have taken special delight in painting birds and fishes with gay colors; islands where life flows joyously and folks of varied origins mingle without racial prejudice.

Measures of Mentality

INTELLIGENCE. By Paul L. Boynton, Professor of Educational Psychology, George Peabody College for Teachers. New York and London: D. Appleton-Century Company.

During the few years that scientific study of human intelligence has been going on, much useful data have been gathered, regarding subnormal and supernormal mentalities and how to deal with them educationally. This text is a well-organized, reasonably concise explanation of the subject, suitable for the young teacher or the older teacher who has not yet caught up with this modern aspect of instruction.

Dr. Boynton treats of tests and measurements not as ends in themselves but as practical aids to the teaching-and-learning process. A decidedly enlightening work for the educator has here been performed by an author who is himself an able and distinguished teacher.

Expression in Print

YEARBOOK OF WASHINGTON SCHOOL. Written by the children of Washington School, Springfield, Massachusetts. Compiled by Sara E. Chase, Principal.

Again the Washington School of Springfield, Mass., has brought out in attractive print an expression of its children's interest in worthwhile knowledge. Nature study is the unifying purpose. Reports of an astonishing number of investigations are set down in simple, straightforward language by the children themselves. Credit is due to the principal, Miss Sara E. Chase, and to her associates in teaching, for the conception and much of the execution of this book, itself an indication of more extensive work accomplished.

These Troubled Years

THE WORLD ADRIFT, by Raymond Leslie Buell, published jointly by Foreign Policy Association of New York, and World Peace Foundation of Boston.

To review the principal events of world history since 1914 and to present a picture of the disturbed economic and political conditions of the present hour—and to do all this within the compass of thirty-odd pages of ordinary size and excellent print, was an audacious undertaking. But Mr. Buell has accomplished this task in admirable fashion.

"The World Adrift" brings the story of civilization's attempts at suicide and at recovery down to October, 1933.

The choice and organization of materials are excellent, and the style is interesting, clear and graphic.

The little book—which may be had in cloth or paper covers at a very modest price—will be especially useful in straightening out the confused thinking of those who have already encountered most of the facts through the daily press but have not heretofore seen them brought together in due proportions and proper relationships.

The reader will observe the nations in their quest for peace and security struggling to co-operate in a League of Nations; he will see Japan doing in northeastern China the sort of thing other governments did with entire self-respect in other years; he will grasp the significance of Germany's dissatisfaction over the Treaty of Versailles and the resort to a dictatorship expressive of reawakened nationalistic pride and purpose. He will catch the import of revolutionary movements in Russia and in Italy. He will perceive the sore spots in Europe. He will obtain a comprehensive view of the depression.

This book, because of its compactness, low cost and superb interpretive value, should have wide circulation. If every American were to peruse it thoughtfully, there would be formed a body of public opinion which should lead to a more intelligent participation in world affairs and, perchance, a quicker solution of problems facing America at home.

DIRECTORY

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Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

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Problem Box

(Continued from Page 529)

ing the last few years I have tried to overcome the slowness by timing myself, making an effort to cover more of the book. The teacher should practice her pupils on "speed reading" until she is satisfied with their achievement. I know friends who can read a book in recreational reading in a night while others will be reading for three or four days. The rapid readers seem to get the meaning just as well or better. There may be something in the brightness of the class considered.

•

The Pupil's Life Work

QUESTION.—There seems to be quite a sentiment in our city to do something with vocational guidance. Do you think the work could be carried by our regular staff teachers, or should we need a specialist?

Answer.—In time we shall have the aid of specialists in our schools not only in vocational but in educational and social guidance. It is not the function of the school to choose vocations for the young people but rather to help them to explore the field of vocations and professions and to induce the youth to explore and analyze his own interests and abilities, to acquire knowledge of his own powers and desires. To my mind there is no doubt that a young man or young woman must be guided to do the thing he or she likes to do and can do best. Certain aspects of guidance are within the reach of every teacher of adolescents. There are a number of prepared and experienced men and women who can be secured to come in occasionally and talk with special cases and advise with the faculty members interested. My favorite method is to take a young person and go over a number of possible lines of work with him. He will very quickly eliminate several of them. After the process of elimination, we explore the remaining and he will designate the ones in which he is most interested.

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Grins Between Grinds

Poor Profession

A University of Chicago professor, invited to address a club meeting, chose as his subject, "Need of Education."

The following day a newspaper headline reported, "Professor's Speech Shows Need of Education."

• •

Leading the Leader

A small boy was trying to lead a big St. Bernard dog up the road.

"Where are you going to take that dog, my little man?" asked a kindly passerby.

"I—I'm going to see where he wants to go first," was the breathless reply. —Prairie Farmer.

• •

Why He Suspected Him

A man was appearing before the magistrate on a charge of drunkenness. The policeman who had brought him in was the only witness.

"What reason had you for thinking this prisoner was not sober?" asked one of the magistrates.

"Well, your worship," said the constable, "it was like this. I saw the accused go up and ring a door bell. Then he put twopence in the letterbox and picked up an empty milk bottle and placed it to his ear. After a while he said: 'What, no reply?' and he put the bottle on the doorstep and went off to sleep."—London Answers.

• •

Delicate Question

"Your house is on fire, sir," came the butler's voice over the telephone.

"Good heavens!" cried his master, excitedly, "Where's my wife? Is she safe?"

"Quite safe, sir."

"And my daughters? Are they all right?"

"All right, sir. They are with their mother."

"And what about my mother-in-law?"

"That's what I want to speak to you about, sir. Your mother-in-law is asleep on the third floor, and knowing your regard for her comfort, I wasn't sure whether I ought to disturb her or not, sir."

Inside Information

The boys were being examined on the subject of personal hygiene.

A boy was asked, "What have you to do to keep your teeth sound and white?"

"Clean them," was the reply.

"When ought you to clean them?"

"Morning, noon and night."

"What are they to be cleaned with?"

"A toothbrush."

"Very good. Have you a toothbrush?"

"No, sir."

"Has your father a toothbrush?"

"No, sir."

"Has your mother a toothbrush?"

"No, sir."

"But how do you know about the use of toothbrushes?"

"We sell them, sir."

• •

Political Appointee

The visitor called at the village library. "May I have the 'Letters of Charles Lamb'?" he inquired.

"You're in the wrong building, Mr. Lamb," said the new clerk pleasantly. "The post office is just across the street."

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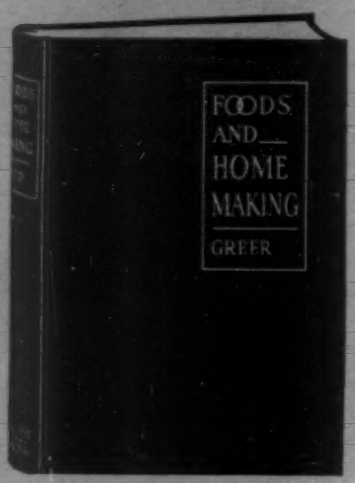
THE NEW HOME ECONOMICS: BUYING AND BUDGETING

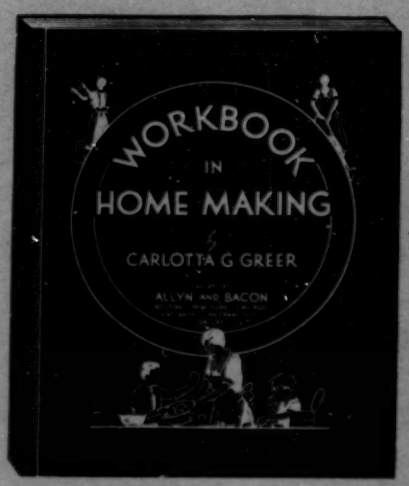
It has long been an accepted fact that intelligent buying is of chief importance among the many factors involved in wholesome home life. Today, the successful functioning of the home depends in no small measure on the factor of wise buying. 80% to 85% of all home buying is done by women, and the American home is one of the largest of all consumers. It then becomes apparent that the schools have a responsibility in their Home Economics courses far beyond teaching a girl how to cook. Their purpose becomes threefold:



1. To teach the fundamental facts regarding the selection and preparation and serving of foods; wholesome habits of eating and living; the close relation of food and health.
2. To give definite instruction regarding intelligent buying for the home.
3. To prepare the pupil for life as it is lived today.

The importance of the second purpose can easily be understood when one realizes that one of the most frequent everyday activities of youth of school age is *going to the store.* That is why it is so necessary that pupils be taught how to buy so as to get the full value of what they spend.

That is also why Foods and Home Making and its accompanying Workbook go beyond the teaching of cooking as a manipulative process. They embody a course in the science of effective living and efficient buying. They teach:



a. How to budget time and money; efficiency in methods of housekeeping; how to arrange the furnishing of kitchen and dining-room artistically and efficiently; table manners.

b. That school pupils have a responsibility to the small child of the family in his care and training, and that schools should equip these older pupils to do their share in training the younger children to live more effectively and efficiently.

c. Hospitality as a means of spending one's leisure time, parties, picnics, lunches, how to make the home attractive.

The subjects treated are as modern as the variety of teaching devices introduced, and the two are written *from the pupil's point of view.* They represent the new era in Home Economics — the education that fits pupils to live today more effectively and more efficiently.

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